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| Learning Activity | Supportive Texts | Student Product | Formative Summative |
| Introduce Narrative | Suspension of Disbelief explained |  |  |
| Introduction to film techniques:   * Camera * Editing * Mise en scene * Sound & Music * Lighting   Use a variety of examples to illustrate the role of production elements.  *(How a film is constructed for greater meaning?)*  *Non-diegetic: outside the world of the characters* | Psycho – Hitchcock  James Bond  Atonement  Children of Man  Raising Arizona – Coen Bros.  Gattaca – Niccol  The Third Man – Wells  Panic Room – Fincher  Inception – Nolan  Worksheets.  http://www.pimpampum.net/bubblr/ | Storyboard a sequence of shots to create meaning using camera angles and sizes, and lighting. Annotate. Associate with a season or an emotion.  Ordering images to create a story.  Illustrate a setting.  Soundtrack extracts/samples. |  |
| Introduction to story elements :   * Cause & Effect * Setting * Structuring of Time * Narrative Possibilities * Multiple Storylines (plots & subplots) * Character Establishment & Development   Use of variety of examples to illustrate the role of story elements in narrative film  *(How elements of the story are developed and delivered?)*  *Diegetic – inside the world of the characters* | Where the Wild Things Are – Jonze  Run Lola Run –  The Matrix – Warkowski Bros.  The Good, The Bad, The Ugly – Leone  Handouts detailing each story element. | Plot line for a story.  3-2-1 |  |
| Analysis of narrative structure: provide detail and examples of various plot progressions (ie. Linear, non-linear, parallel, etc.)  *(In what order is the story told?)* | Run Lola Run  Sliding Doors  Memento | Narrative Structure diagram |  |
| The Role of the Audience – diversity of interpretation  How meaning is created via the viewer’s beliefs, values, likes, dislikes, cultural backgrounds, personal experiences. |  | Write a review  Onion diagram (outline personal attributes) |  |
| Opening Sequence | This is England – Discuss introduction (setting, character, much like a prologue) |  |  |
| Themes and Issues:   * Mental illness * The American dream * Fear and Paranoia * Nihilism (anarchy) * Time Travel * Conservatism vs. Radical Thinking * Education system * Parallel Universe (science fiction) | Write topics on board.  Students break into groups, assign a topic per group, share ideas and then report back to class.  Clarify ‘wormholes’.  http://en.wikipedia.org/wiki/Wormhole | Students brainstorm (concept maps) to establish prior knowledge.  Sheets displayed on wall. |  |
| Key ideas for discussion. | On board before screening:  Frank: 28 days, 6 hours, 42 minutes, 12 seconds, that is when the world will end… | 3 ideas  2 questions  1 analogy for the end of the world |  |
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| Watch film | Donnie Darko – Richard Kelly (original version – do not watch director’s cut) |  |  |
|  | 1. a) Describe the character of Donnie Darko? b)How did you identify with him? c)What seems to motivate him? 2. a) How does Donnies death seem to affect him? b) How might it affect you? 3. a)”Every living creature dies alone…” What does this mean? How does Donnie deal with it? Is it true? And if so, how do we deal with it? 4. Donnie and Jim Cunningham are presented as opposites in the film. What bothers Donnie about Jim so much? What, in principle, is their conflict about? | Reflection questions.  Plot line.  Cloze activity.  Character map |  |
| Discuss themes | Discuss how they are explored in the text. | Speed Thinking. Revised group brainstorming. |  |
| Play “Mad World” by Gary Jules. | Distribute lyrics:  **"Mad World"**  All around me are familiar faces Worn out places, worn out faces Bright and early for their daily races Going nowhere, going nowhere Their tears are filling up their glasses No expression, no expression Hide my head I want to drown my sorrow No tomorrow, no tomorrow  And I find it kinda funny I find it kinda sad The dreams in which I'm dying Are the best I've ever had I find it hard to tell you I find it hard to take When people run in circles It's a very, very mad world mad world  Children waiting for the day they feel good Happy Birthday, Happy Birthday And I feel the way that every child should Sit and listen, sit and listen Went to school and I was very nervous No one knew me, no one knew me Hello teacher tell me what's my lesson Look right through me, look right through me  And I find it kinda funny I find it kinda sad The dreams in which I'm dying Are the best I've ever had I find it hard to tell you I find it hard to take When people run in circles It's a very, very mad world ... mad world Enlarging your world Mad world | How does it make you feel?  How is it appropriate to the story of Donnie Darko?  Can you think of any other tracks that reflect the mood of the film?  Draw an illustration that reflects the song. |  |
| Discuss production and story elements with regards to specific scenes (incl. opening sequence). Categorise narrative structure. |  |  |  |
| Quotes to prompt thinking | 20 Quotes | Context and Meaning – how does it establish and develop  Character? |  |
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| Genre elements  Film Style | Discuss genre elements – To which Genre does D. Darko belong? Does it cross genres? Is it a horror? Why?  Dali, Fincher, Escer, Surrealist Art  <http://www.theartstory.org/artist-dali-salvador.htm> | Genre table  Influences on cinema research assignment |  |
| Satire (a reflection of time and place) |  |  |  |
| Symbolism  (Ie. The Rabbit, The Rabbit Hole, Dreams) | Semantics – powerpoint  Examples of literary symbolism:  The Wolf – M. Barbalet( picture story book); Alice in Wonderland | Specific examples from D. Darko – connotation and annotation |  |
| Teen Movie (representations) | Ferris Bueller’s Day Off, The Breakfast Club, Back to the Future, etc. |  |  |
| Anti Hero | Short stories  Rebel Without A Cause  Catcher in the Rye |  |  |
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